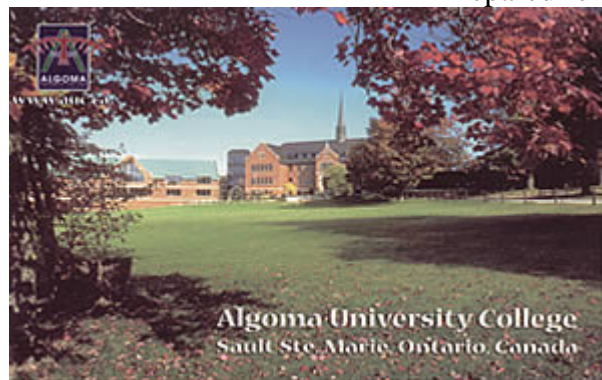


TEACHING INTERESTS

Dr. JULIAN HERMIDA

Prepared for:



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INTRODUCTION

The sole purpose of this dossier is to form the basis for a discussion on my teaching interests.

This dossier starts with a list of the courses I would very much like to teach. I divided my preferred courses into three categories according to my likes, experience, and current Department availability.

Then, I have prepared some draft course outlines for representative courses in each group. These are just drafts, works in progress, which I prepared for this discussion. If selected to teach at Algoma University College, I would use these drafts to discuss them with the Dean, Chair, and colleagues. I would then revise them and refine them according to the actual needs and academic culture of the Department.

TEACHING INTERESTS

My teaching interests include a wide array of Law, socio-legal, and Politics courses, which I would like –and am ready- to teach. I have divided my preferred courses into three categories.

Group A includes courses on Canadian Law and Jurisprudence, Group B includes courses on International Law and Aboriginal Law, and Group C includes courses on Legal theory, Legal history, Alternative Dispute Resolution, and Law and Politics.

I am truly passionate about all these courses. Besides, I have been teaching them for a few years, either as stand-alone courses or as a substantial part of other more general courses. Additionally, I have direct research and/or professional experience in most of the topics covered by these courses.

Please note that, above all, I am a team player, and I would never mind refraining from teaching a course I like to let another colleague teach it. Neither would I mind teaching a course other colleagues do not want or cannot teach.

GROUP A: Canadian Law and Jurisprudence courses

- ✓ JURI 1105 E Introduction to Legal Studies
- ✓ JURI 2106 E Introduction to Private Law
- ✓ JURI 2107 E Introduction to Public Law
- ✓ JURI 2306 E Commercial Law
- ✓ JURI 3206 E Introduction to Criminal Law and Procedure
- ✓ JURI 3306 E Legal Rights in Criminal Proceedings
- ✓ JURI 3506 E - Legal Regulation of Close Adult Relationships
- ✓ JURI 4236 E - Youth in Conflict with the Law
- ✓ JURI 4246 E - Women in Conflict with the Law



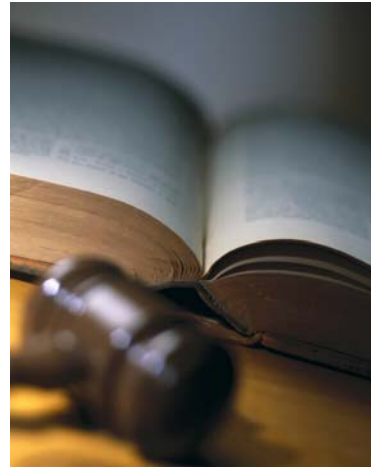
GROUP B: International Law and Aboriginal Law courses

- ✓ International Law
- ✓ International Human Rights Law
- ✓ International Criminal Law and Justice
- ✓ Comparative Law
- ✓ Aboriginal Law



GROUP C: Legal Theory courses

- ✓ Legal Theory
- ✓ Legal History
- ✓ JURI 2136 E Introduction to Interpersonal Dispute Resolution
- ✓ JURI 2126 E and JURI 4126 E - Legal Reasoning
- ✓ JURI 3706 E - Rights and Law
- ✓ JURI 4486 E - Legal Professions
- ✓ Law and Politics



COURSE OUTLINES

COURSE OUTLINE DRAFTS

The following course outlines are intended for discussion only. Except for the first course outline, all syllabi include only the description of the course, objectives, class schedules, textbooks, and other resources. Parts that are generally constant in all outlines, such as premises, coordinates, methodology, grading system, plagiarism policy, and student with disabilities policy, among others, have been omitted for ease of reading. While not constant, evaluation and evaluation criteria have also been omitted in the rest of the course syllabi to facilitate the reading of this dossier. I am available to discuss these issues in depth for any course.

GROUP A COURSE OUTLINES

INTRODUCTION TO LEGAL STUDIES

Prof.: Dr. Julian Hermida
Course number: JURI 1105 E

COURSE DESCRIPTION

This course is designed as a general examination of law and the Canadian legal system. It provides a basic understanding of the role and function of law and the legal system in Canadian society. The course explores the various branches of law, the common law, civil law, and aboriginal traditions present in Canada, as well as rules for statutory interpretation, the role of precedent, and the role of judges, lawyers and lay persons in the Canadian justice system. It also examines legal reasoning and legal methods. This course provides a general understanding of legal issues and problems, as well as a sound basis for further study in the area of law and justice.

PREMISES

CONCEPT OF KNOWLEDGE AND LEARNING

- Knowledge is a constantly evolving process, which can be produced personally and collectively.
- From an individual perspective, knowledge is personal, socially and historically contextualized, and dependent on psychological variables.
- From the class perspective, knowledge is a collective production, where all participants can make their contribution.
- In the process of producing knowledge, there is a dialectic relationship between action and reflection, where one feeds the other and vice versa.
- Successful learning is based on a personal involvement of students in their own learning.
- The learning environment, including the teaching methods, the teacher's attitude, and the class atmosphere, among other factors, is determinative of the students' approach to learning, as well as, the learning outcomes.
- The role of the teacher is that of a facilitator and tutor rather than a lecturer.

- Student peers are a powerful source of learning.
- Evaluation is conceived mainly as formative.

OBJECTIVES

This course is conceived so that students can:

1. Understand the role and function of law.
 - a. Reconsider the role of formal legal regulation in relation to civil society.
2. Recognize and understand the principal branches of law in the Canadian legal system.
 - a. Appreciate and employ the formal language and discourse of socio-legal studies.
3. Appreciate the co-existence and development of the three legal traditions in Canada.
 - a. Understand the evolution of common law and civil law in Canada.
 - b. Understand the evolution of aboriginal law in Canada.
 - c. Appreciate the co-existence, tensions, and convergence of common law, civil law, and aboriginal law in Canada.
4. Understand and critically value the legal methods and legal reasoning.
 - a. Understand the rules for statutory interpretation and the role of precedent.
 - b. Critically evaluate the legal reasoning and legal methods.
 - c. Be aware of the flaws of the legal method.
5. Critically evaluate the role of judges, lawyers, and lay persons in the Canadian justice system.
 - a. Be aware of the influence of race, ethnicity, gender, immigration status, and social class on the outcome of justice institutions.
 - b. Demonstrate an understanding of how contemporary justice institutions operate.

TEACHING OBJECTIVE

Deploy a range of advanced transferable skills, such as, oral and written communication skills, the accurate exposition of complex arguments and sets of research findings and the critical evaluation of competing explanations or complex arguments relating to some culturally sensitive topics.

METHODOLOGY

Classroom activities will be designed to encourage students to play an active role in the construction of their own knowledge and in the design of their own learning strategies. We will combine traditional lectures with other active teaching methodologies, such as group discussions, cooperative group solving problems, analysis of video segments depicting scenes relevant to legal and justice topics, debates, construction of web sites, and production of audiovisual materials. Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give short oral group presentations throughout the course. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and digital photography, etc. In line with the postulates of Writing Across the Curriculum, writing will be integrated in all class assignments.

EVALUATION AND FEEDBACK

Evaluation is conceived mainly as formative and feedback will be provided all throughout the course. While strictly respecting University, Faculty, and Department standards and policies, reasonable efforts will be made to include shared evaluation practices, i.e., a process where students have an active role in their own evaluation.

The evaluation of the students' achievement of the objectives of the course will be based on five main components: a presentation, a project, class participation/portfolio, and two

mid term exams. The first midterm exam accounts for 30% of the final grade. The second midterm exam accounts for 30% of the final grade. The essay accounts for 20% and class participation/portfolio accounts for 20% of the final grade.

Successful attainment of objectives depends mainly on class attendance and active class participation.

EXAMS

Students will discuss and propose good-faith questions for each of the exams based on the topics dealt with in the course. If the questions have a general consensus they will be part of a test bank. The exams will only contain questions that have been included in the test bank.

Passing requirements and scale of evaluation: The definitive evaluation criteria for the exams will be given to the students once the test bank has been completed. In general, however, a positive response must be given to the following questions in order to obtain full grade for each question in the exam. The criteria are formulated in the form of questions. The value of each evaluation criterion will also be given once the test bank for each exam is completed.

1. Did you answer the question comprehensively? Are all relevant problems discussed? Was the answer readable and well organized? Did you make connections between issues discussed in your answer? Did your answer show an understanding of the topic dealt with?

2. Did your answer discuss problems by reference to theoretical issues learned during the course? Did your answer show an understanding of the appropriate readings or class discussions? Did your answer show an understanding of the discussions and issues arisen in class? Did your answer make reference to class discussions, activities, and readings?

3. Is there a critical personal assessment of the topic discussed? Does the personal assessment show some originality?

CLASS PARTICIPATION-PORTFOLIO

Students are expected to actively participate in every class with a positive attitude and to treat their classmates and instructor with respect. Their participation must make a positive impact on the class activities. Students are expected to be prepared for every class. Class attendance is a prerequisite to obtain the corresponding percentage of the grade under the class participation-portfolio category. Many class activities will include the writing of short essays.

Students are expected to create a portfolio to record all class assignments. Each portfolio will include, at least, the following materials: (i) a title page and a table of contents; and (ii) all class activities, including one minute papers, small group activities, proposals for the test banks made in class, and short essays.

A major prerequisite for the creation of a good portfolio is active participation in every class assignment. The deadline to hand in the portfolio is _____ in class.

Passing requirements and scale of evaluation: a positive response must be given to the following questions in to obtain the maximum grade within this evaluation component. The criteria are formulated in the form of questions which the teacher will ask with respect to each student.

1. Does the student actively participate in every class?
2. Does the student show a positive attitude toward his or her classmates, the instructor, and the activities?
3. Is the student prepared for every class?
4. Does the student volunteer to lead activities, debates or debriefs?

5. Is the portfolio complete? Does it contain all activities made in class and all required components? Is there evidence that each of the activities was completed when discussed in class? Does the portfolio evidence the student's active engagement with the activities?
6. Are the responses to the activities creative, original, and intellectually challenging? Is there reference to theoretical issues and problems discussed in class?

ESSAY

The topic of the critical research essay must be selected from the list of topics listed on the course website. Other instructions for the essay will be given in class and included on the course website. It is expected that the length of the research paper will not exceed 15 double-spaced pages. The deadline to hand in the essay is _____ in class.

Passing requirements and scale of evaluation: a positive response must be given to the following questions in order to approve the research paper. The criteria are formulated in the form of questions which the teacher will ask with respect to each paper. All these criteria have the same value.

1. Does the research paper adequately deal with the selected topic? Does the research paper show an understanding of the topic dealt with?
2. Does the research paper show a clear, coherent, and comprehensive treatment of the selected topic?
3. Does the research paper integrate knowledge acquired throughout the course? Does it make specific reference to theories discussed in class?
4. Does the research paper make reference to class discussions and activities?
5. Does the research paper follow the style, language, citation method, and organization analyzed in class?

GRADING SYSTEM

Grade	Percentage Grade Value	Grade Point Value	Definition	
A+	90_100	4.3	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85_89	4.0		
A_	80_84	3.7		
B+	77_79	3.3	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73_76	3.0		
B_	70_72	2.7		
C+	67_69	2.3	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefiting from his/her university experience.
C	61_66	2.0		
C_	55_60	1.7		
D	50_54	1.0	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of `C' is required).
F		0	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC		0	Incomplete	
W		Neutral and no credit obtained	Withdrew after deadline	
ILL		Neutral and no credit obtained	Compassionate reasons, illness	

CLASS SCHEDULE

This is a tentative calendar of readings and class activities. If class discussions or class activities take longer than originally estimated because everybody gets involved, they

will not be cut short to follow this schedule of readings. They will simply be put off for the following class or rescheduled. Additionally, the teacher may substitute new topics for some of the ones included in this schedule, particularly if most students show an interest for some topics not planned to be covered. Changes to this schedule will be announced in class and posted on the course website.

Class	Topic
Class 1	Introduction and orientation
Class 2	Concepts of law Types and functions of law.
Class 3	Social control Dispute resolution Social change
Class 4	Public vs. Private Law Branches of Law
Class 5	Constitutional Law The Charter of Rights and Freedom
Class 6	Torts: Intention and negligence
Class 7	Contracts Formation Interpretation rules Breaches
Class 8	Criminal Law Criminal Procedure The role of legal professionals in the criminal procedure The marginal role of victims
Class 9	Commercial Law Corporations, partnerships Business Law
Class 10	Administrative Law Social control and administrative law
Class 11	Review for midterm
Class 12	FIRST MIDTERM
Class 13	The three main legal traditions in Canada Common law
Class 14	Common law in the public sphere
Class 15	Common law in the private sphere
Class 16	Civil Law Civil Law and Quebec Civil Law in the Canadian Supreme Court
Class 17	Civil Law Civil Law in the Canadian Supreme Court
Class 18	Aboriginal Law

	Aboriginal Law and its relationship with the federal government
Class 19	Other legal traditions in Canada. Arbitration
Class 20	Legal reasoning Thinking like a lawyer The sociology of the case Legal methods
Class 21	Legal methods The role of the precedent Statutory interpretation rules
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Law and Society (Canadian Edition) by Steven Vago & Adie Nelson, Pearson Education, 2003.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

Students with Disabilities

Students with disabilities who would like to discuss classroom and/or exam accommodations should contact me as soon as possible.

Plagiarism

Plagiarism is considered a serious academic offence. Please read the University's web site on plagiarism and intellectual honesty.

INTRODUCTION TO PRIVATE LAW

Prof.: Dr. Julian Hermida

Course number: JURI 2106 E

COURSE DESCRIPTION

This course will introduce students to private law principles, focusing on the law as a facilitator and regulator of relationships between individuals – including contractual relationships, property relationships, and personal injury claims - as well as the origins and functioning of common law. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

1. Understand the fundamental principles of private law.
 - 1.1 Understand law as a facilitator and regulator of relationships.
2. Appreciate and view the legal notion of property.
3. Understand and critically evaluate extracontractual responsibility.
 - 3.1. Analyze the notion, history and evolution of torts.
 - 3.2 Be familiar with the major proposals to reform the law of torts.
4. Understand and critically evaluate the notion and development of contract law.
 - a. Appreciate the historical evolution of contracts.
 - b. Analyze the formation, interpretation and breach of contracts.
5. Understand and critically evaluate the regulation of family relationships.
 - a. Critically evaluate the traditional legal status of women.

- b. Critically reflect on Feminist Jurisprudence contributions to the development of law.
- c. Understand the legal regulation of family and sexual relationships.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Private vs. Public Law A brief history of the origin and evolution of common law
Class 3	Common law The historical importance of procedure The notion of writs
Class 4	Philosophical roots of law in Western societies Private law in English Canada and private law in Quebec
Class 5	Torts The evolution of torts law
Class 6	Torts and personal injury claims
Class 7	Torts Proposals for reform in the area of torts law in the US
Class 8	The Family, Patriarchy and The Legal Status of Women
Class 9	Marriage and the law Common law partners Same sex marriage
Class 10	Same sex marriage
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Contracts Historical evolution of contracts in common law
Class 14	Formation of contracts
Class 15	Formation of contracts Consideration Evolution of the doctrines of contract formation
Class 16	Interpretation of contracts
Class 17	Breach of contracts
Class 18	Property and the law
Class 19	Justifications for property
Class 20	Property rights
Class 21	Property rights
Class 22	Review for midterm
Class 23	SECOND MIDTERM

REQUIRED TEXTBOOK

- Introduction to Private Law Relations, 2d. ed. by M. Mac Neil, N. Sargent, and T. B. Dawson, eds., Captus Press, 1995.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

INTRODUCTION TO PUBLIC LAW

Prof.: Dr. Julian Hermida

Course number: JURI 2107 E

COURSE DESCRIPTION

This course will introduce students to the field of public law. It will look at constitutional law, administrative law, public international law, and criminal law as a means of structuring the relationships between the state and the citizen, and between states. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

1. Understand the fundamental notions of public law.
 - 1.1 Understand the role of the state in the regulation of conducts.
2. Understand and critically evaluate the role of the Constitution.
 - 3.1. Analyze the history and evolution of Constitutional Law in Canada.
 - 3.3 Be familiar with the legal basis and response to Quebec's separation initiatives.
6. Understand and critically evaluate the importance of the Charter of Rights and Freedoms.
7. Understand and critically evaluate the role of administrative law.
8. Understand the importance and role of Public International Law.
 - a. Be familiar with the role of the main subjects of international law.

- b. Analyze primary and subsidiary sources of international law.
 - c. Comprehend the evolution of international responsibility.
9. Be familiar with the role of Criminal law.
- a. Analyze the main purposes of punishment.
 - b. Critically evaluate the role of the state in the regulation of conducts.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	The Constitution
Class 3	The Constitution Act of 1867
Class 4	The Canadian Charter of Rights and Freedoms
Class 5	Rights under the Charter
Class 6	Rights under the Charter
Class 7	Secession Quebec referendums The Supreme Court and secession
Class 8	Administrative law
Class 9	Administrative law and social control
Class 10	Administrative law and social control
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Public International Law
Class 14	Sources of Public International Law
Class 15	Subjects of Public International Law
Class 16	International responsibility
Class 17	Criminal Law and social control
Class 18	The state and the monopoly of power Punishment

Class 19	Deterrence Retribution Rehabilitation
Class 20	Theory of offence
Class 21	Theory of offence
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Introduction to Public Law: Sourcebook, 6e by David Elliott (ed.) Captus Press, 2003.

RECOOMENDED TEXTBOOK

- Introduction to Public Law: Readings, 6e by David Elliott (ed.) Captus Press, 2007.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

COMMERCIAL LAW

Prof.: Dr. Julian Hermida

Course number: JURI 2306 E

COURSE DESCRIPTION

This course examines the legal rights and duties of buyers, sellers, employers and employees in Canadian law. Topics discussed will include contracts, insurance, negotiable instruments, business forms, property and credit. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

1. Understand the main legal aspects of business.
 - a. Understand the legal rights and duties of sellers, buyers, employees, and employees.
 - b. Be aware of the legal rules related to business and financial transactions.
2. Understand the basic ideas of credit.
 - a. Understand the main legal aspects of business finance.
3. Understand the relationship between debtors and creditors.
 - a. Analyze the difference between secured and unsecured transactions.
 - b. Examine different ways of securing a transaction.
 - c. Be familiar with the main legal aspects of negotiable instruments.
 - d. Analyze the notion of bankruptcy.
4. Understand and value the different ways of structuring and organizing a business enterprise.
 - a. Be aware of the different alternatives.
 - b. Analyze the notions and forms of partnerships.

- c. Examine the main aspects of corporate law.

TEACHING OBJECTIVE

Deploy a range of advanced transferable skills, such as, oral and written communication skills, media literacy, the accurate exposition of complex arguments and sets of research findings, the critical evaluation of competing explanations or complex arguments relating to crime and public policy.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Commercial law Commercial law and business
Class 3	Sale of goods Seller Buyer Employer and employees
Class 4	Contracts
Class 5	Legal aspects of financing a business venture
Class 6	Legal aspects of financing a business venture
Class 7	Debtor-creditor relations
Class 8	Unsecured debts
Class 9	Secured transactions
Class 10	Secured transactions
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Negotiable instruments
Class 14	Negotiable instruments
Class 15	Business structure and organization Partnerships

Class 16	Corporations
Class 17	Corporations Corporate governance
Class 18	Corporations
Class 19	Insurance
Class 20	Insurance
Class 21	Bankruptcy
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Canadian Criminal Justice Today: A Primer, by Curt T. Griffiths and Alison Hatch Cunningham (Toronto: Nelson Thomson Learning, 2003).

RECOMMENDED TEXTBOOK

- Criminal Justice in Canada: A Reader, 2nd Edition by Julian V. Roberts, Michelle Grossman, Thomas Nelson, 2004.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

INTRODUCTION TO CRIMINAL LAW AND PROCEDURE

Prof.: Dr. Julian Hermida

Course number: JURI 3206 E

COURSE DESCRIPTION

This course looks at the theoretical foundations of criminal responsibility of both adults and young offenders, as well as basic criminal procedure. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Understand the main principles, objectives, functions, limits, and elements of criminal law.
- Examine the social, political, and historical context of Canadian criminal law.
- Critically assess the prevailing theory of offence and crime participation in the Canadian criminal justice system.
 - Analyze and critically evaluate the elements of a crime and defences against criminal responsibility.
 - Understand the notion of social harm and the process of criminalizing behaviour.
- Critically assess the doctrines of criminal participation and inchoate crimes.
- Analyze and assess specific crimes.

- Be aware of the influence of race, ethnicity, gender, immigration status, and social class on the process of defining criminality.
- Be aware of the main Criminal procedure issues.
- Be aware of the main aspects of the Youth Criminal Justice process.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Introduction to Criminal Law Social, political, and historical context
Class 3	The theory of offence Actus Reus Notions of social harm
Class 4	The theory of offence Mens rea
Class 5	Theory of offence Criminal defences
Class 6	Criminal defences
Class 7	Culpable and non culpable homicides
Class 8	Culpable homicides: murder, manslaughter, and infanticide
Class 9	Sexual assault Sex crimes
Class 10	Sexual assault Sex crimes
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Criminal participation
Class 14	Criminal participation
Class 15	Inchoate crimes Attempt

Class 16	Property crimes
Class 17	Criminal Procedure
Class 18	Criminal Procedure Evidence
Class 19	Violence against women Stalking
Class 20	Assault and other violent crimes
Class 21	Youth Crime Youth Criminal Justice Act
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Criminal Law and the Canadian Criminal Code, 4th edition, by Richard Barnhorst and Sherrie Barnhorst, McGraw-Hill Ryerson Higher Education, 2003.

RECOMMENDED TEXTBOOK

- Criminal Law in Canada: Cases, Questions & the Code, 4th edition by Verdun-Jones, Harcourt Canada, 2007.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

LEGAL RIGHTS IN CRIMINAL PROCEEDINGS

Prof.: Dr. Julian Hermida

Course number: JURI 3306 E

COURSE DESCRIPTION

This course will focus on the rights of the suspect, the accused and the convicted person in the criminal justice system and how these rights are protected at common law, by statute and under the Canadian Charter of Rights and Freedoms. It will include a consideration of criminal procedure, the application of the Charter in criminal proceedings, police investigative procedures, the criminal trial, sentencing, and probation and parole. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Understand the main principles, objectives, functions, and limits of the criminal process in Canada.
 - Understand Charter limits to gathering of evidence and arrests.
 - Critically assess the gathering and admissibility of evidence.
 - Identify different models of criminal proceedings in different societies and legal traditions.

- Examine the social, political, and historical context of Canadian criminal procedural law.

- Critically assess the role of courtroom professionals.

- Discuss the roles of the police, the prosecutor, the judge, criminal defence attorney, and other key actors in criminal process.
- Analyze and critically evaluate the courtroom workgroup.

- Understand and critically assess instances of discrimination against lay persons.
 - Identify instances of discrimination against lay people through evidence rules and criminal procedural law.
 - Assess the limitations imposed by evidence rules to lay persons.

- Understand and evaluate the law governing criminal trial processes and evidence.

- Understand the main aspects of sentencing, parole, and probation.
 - Identify sentencing models and principles.
 - Critically examine sentencing alternatives.
 - Evaluate the reasons for sentencing disparity and the overincarceration of aboriginals.
 - Analyze the main aspects of parole and probation.
 - Understand the concept of risk to society.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Introduction to Criminal Process Social, political, and historical context The role of the Charter of Rights and Freedoms
Class 3	Different Models of Criminal Procedure
Class 4	Classification of Offences, Elections, and Jurisdiction of the Court

Class 5	Appearance of the Accused and Judicial Interim Release Indictments, Arraignment and Plea Crown Disclosure and Preliminary Inquiry
Class 6	Juries and Procedure at Trial
Class 7	Juries and Procedure at Trial
Class 8	Gathering Evidence and Its Admissibility Evidence Legally or Improperly Obtained Search and Seizure Electronic Surveillance and the Inception of Private Communications
Class 9	Search and Seizure Electronic Surveillance and the Inception of Private Communications Field Interviews, Arrests and Jail Searches. Plain View, Consent and Administrative Warrants
Class 10	Admissions and Confessions
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Types of Evidence
Class 14	Exclusionary Rules
Class 15	Judicial Notice, Opinion Evidence, and Secondary Sources
Class 16	Sentencing
Class 17	Sentencing
Class 18	Appeals
Class 19	Corrections
Class 20	Parole and probation
Class 21	Parole Types of parole
Class 22	The parole process Protection of society vs. reintegration of the offender in the community
Class 23	SECOND MIDTERM

Class 24	Feedback
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REQUIRED TEXTBOOK

- An Introduction to Canadian Criminal Procedure and Evidence, 3rd edition by Joan Brockman, and V. Gordon Rose, Thomson Nelson, 2006.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities and other useful information.

YOUTH IN CONFLICT WITH THE LAW

Prof.: Dr. Julian Hermida

Course number: JURI 4236 E

COURSE DESCRIPTION

This course considers the Canadian legal response to crimes committed by children and young people from a theoretical and historical perspective. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

1. Analyze criminal offenses committed by young persons.
 - 1.1 Understand and critically evaluate the nature and number of criminal offenses committed by young persons.
 - 1.2. Analyze and critically evaluate the concept of criminal offenses that young persons commit most frequently in Canada.

2. Critically evaluate the major theories dealing with the causes of young persons' criminality.
 - 2.1. Analyze the basic theories of crime specifically conceived to explain young persons' criminality.
 - 2.2. Analyze and critically evaluate criminological theories applied to young offenders.

3. Understand and critically evaluate the youth criminal justice system.
 - 3.1. Analyze the main principles of the youth criminal justice system.
 - 3.2. Evaluate the main responses of the youth criminal justice system to young offenders.
 - 3.3. Understand sentencing, extrajudicial measures, and sanctions adopted for young offenders.

4. Apply sociological theories of crime and criminal justice principles to a myriad of contemporary criminal and criminal justice problems involving young offenders.
 - 4.1. Critically reflect on media reports and cultural products concerning young offenders' crime and the youth criminal justice system.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Overview of Youth Crime Historical evolution of youth criminal strategies in Canada
Class 3	YCJA Convention of the Rights of the Child Other international human rights instruments
Class 4	The Youth Criminal Justice Act. Principles and rights in the YCJA.
Class 5	Criminology theories applied to young persons
Class 6	Criminology theories applied to youth
Class 7	Gangs Crime organization Participation in crimes

Class 8	Extrajudicial measures
Class 9	Extrajudicial sanctions: Diversion: Restorative Justice
Class 10	Sentencing Adult sentencing
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	School violence and hazing Youth crime victims
Class 14	Sex crimes Adolescent sex offenders
Class 15	Vandalism and other property crimes
Class 16	Female young offenders
Class 17	Assault and other violent crimes. Street racing.
Class 18	School shootings Zero tolerance
Class 19	Youth and the police
Class 20	Youth corrections
Class 21	Youth corrections
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Young Offenders and Youth Justice: A Century after the Fact, 3rd edition by Sandra Bell (Toronto: Nelson Thomson Learning, 2007).

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

WOMEN IN CONFLICT WITH THE LAW

Prof.: Dr. Julian Hermida

Course number: JURI 4246 E

COURSE DESCRIPTION

This course explores varying recent explanatory frameworks for, and applications of theories of, women's criminality in differing contexts with the intent of fostering critical analyses of the interconnections among women's criminal actions, gendered social relations and responses by the police, prosecutorial, judicial and correctional systems. This course also examines a wide range of issues relating to women and the criminal justice system, including women as victims of crime, to women as criminal offenders, to women as police and other types of criminal justice workers. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

1. Understand and appreciate the role that gender plays in the development of the Canadian mainstream criminal justice system.
 - a. Analyze the justice concepts of women in socialization, production, reproduction and sexuality.
 - b. Examine how the images of patriarchy focus on the maleness and femaleness that surround stereotyped perceptions.
2. Appreciate and critically examine the problems for female victims.
 - a. Analyze mandatory arrest and charge policies.
 - b. Critically evaluate the notion of domestic violence and the lack of protection for victims of emotional and psychological violence.
3. Examine and appreciate the role of women as criminal justice practitioners
 - a. Be aware of harassment of women in the criminal justice system.

- b. Appreciate the problems related to recruitment, retention and promotion of females in the criminal justice system.
4. Examine and appreciate the female offender.
- a. Contrast early theories of female offenders and Feminist explanations for women's criminality.
 - b. Examine how the criminal justice systems treat female offenders.
 - c. Discuss the rehabilitation programs targeted to female offenders.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Feminist thought and the Criminal Justice. Gender and the Canadian mainstream criminal justice system. Concepts of women in socialization, production, reproduction and sexuality.
Class 3	Patriarchy and stereotyped perceptions.
Class 4	Female victims. The criminal justice system's attitude towards female victims
Class 5	Female victims. The criminal justice system's attitude towards female victims of sex crimes. Problems for female victims. Rape shield laws. Cross-examination of female victims of sexual assault by the perpetrator.
Class 6	Female victims. The criminal justice system's attitude towards female victims of sex crimes.

	<p>Problems for female victims.</p> <p>Rape shield laws.</p> <p>Examination of female victims of sexual assault by the perpetrator.</p>
Class 7	<p>Domestic violence</p> <p>Criminological theories for domestic violence</p> <p>Nature and extent of domestic violence</p>
Class 8	<p>The battered woman syndrome defense</p>
Class 9	<p>Mandatory arrest and charge policies</p>
Class 10	<p>Female victims of emotional and psychological domestic violence.</p>
Class 11	<p>Review for midterm</p>
Class 12	<p>FIRST MID TERM</p>
Class 13	<p>Women as police officers.</p> <p>Harassment of women.</p>
Class 14	<p>Women as prosecutors and defense attorneys.</p> <p>Female judges.</p>
Class 15	<p>Female corrections and parole officers.</p>
Class 16	<p>Female offenders</p>
Class 17	<p>Female offenders</p> <p>Early criminology theories</p> <p>Feminist Criminology</p>
Class 18	<p>Women in correctional facilities</p> <p>Special problems for women in correctional facilities</p> <p>Care of the Female Inmate</p>
Class 19	<p>Women in correctional facilities</p> <p>Mothers and their children</p> <p>Mother/Child programs in Prison</p>

Class 20	Criminal Law and women Sex crimes
Class 21	Criminal Law and women Sex crimes
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

GROUP B COURSE OUTLINE

INTERNATIONAL LAW

Prof.: Dr. Julian Hermida

Course number:

COURSE DESCRIPTION

This course examines how international law informs, regulates, and constrains the conduct of states and other international actors. It also analyzes the development of international law, its sources, subjects, and principal institutions. Special attention is also given to the international protection of human rights, the environment, and international areas. It also delves into the analysis of international criminal responsibility of individuals and the limitations for the use of force at the international level. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Understand the historical development of International Law.
 - Understand recent development in international law.
- Understand and critically evaluate the sources, subjects and institutions of international law.
 - Critically evaluate the normative and political complexities that shape International Law.
- Analyze the international protection of human rights, the environment, outer space, air space, and the sea.
 - Be familiar with the role of the main subjects of international law.
 - Analyze primary and subsidiary sources of international law.
 - Comprehend the evolution of international responsibility.

- Be aware of the international limitations for the use of force.
 - Examine jus ad bellum and jus in bello.

- Analyze the international responsibility of individuals.
 - Understand the evolution of international criminal responsibility from Nuremberg to the International Criminal Court.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	International Law Public vs. Private International Law International Law and social relations
Class 3	Emergence and development of International Law The relationship between international law and domestic law
Class 4	Sources of international law
Class 5	Treaty formation Interpretation of treaties
Class 6	Subjects of Public International Law
Class 7	The state
Class 8	Recognition of states
Class 9	The use of force Jus ad bellum vs. jus in bello
Class 10	The use of force Jus ad bellum vs. jus in bello
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	International responsibility
Class 14	International state responsibility
Class 15	Individual responsibility

	The Nuremberg trials and individual responsibility
Class 16	ICTY ICTR The International Criminal Court
Class 17	The International Criminal Court
Class 18	International Human Rights
Class 19	The law of the sea International Air Law
Class 20	International Space Law
Class 21	International Environmental Law
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Public International Law by John H. Currie, Irwin Law, 2001.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

ABORIGINAL LAW

Prof.: Dr. Julian Hermida

Course number:

COURSE DESCRIPTION

This course analyzes the role of law in aboriginal traditions. It examines aboriginal or chthonic traditions, its rituals, actors, and issues. It also analyzes the relationship between aboriginal law and capitalist governments, and institutions. Special attention is also given to current aboriginal land claims, and other disputes with the Canadian government. The course also examines the negative consequences of the application of Western law to aboriginals, focusing on the overincarceration of aboriginals in the Canadian Criminal justice system. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Appreciate and value the existence of an equivalent to the Western notion of law in the aboriginal or chthonic tradition.
- Understand the main features of the aboriginal tradition.
 - Understand the notion of orality.
 - Value the role of the council of elders.
- Analyze the aboriginal relationship with land.
 - Analyze and recognize multiple forms of land use.
 - Value the notions of intergenerational equity and the protection of the environment.

- Be familiar with the treatment of criminal issues in aboriginal traditions.
 - Value the role of the sentencing circles and the restoration of community.

- Be familiar with contemporary aboriginal problems and the relationship with the Canadian government.
 - Understand aboriginal land claims.
 - Understand the interpretation of treaties.
 - Be aware of the overcriminalization of aboriginals by the Canadian criminal justice system.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	The chthonic tradition
Class 3	Features of aboriginal legal tradition Orality. Rejection of formality in the expression of law. Transmission through the dynamic process of education, in daily life.
Class 4	Council of elders. Informal dispute resolution systems
Class 5	Informal family law Consensual marriage and divorce
Class 6	Dissent and possibility to exit
Class 7	Relationship with land Life close to the land and in harmony Lack of property or dominion over the land
Class 8	Communal or collective enjoyment of land. Lack of property rights
Class 9	Religion Absence of formal structures
Class 10	The sacred nature of the world Intergenerational equity
Class 11	Review for midterm
Class 12	FIRST MID TERM

Class 13	Crime and societal responsibility Reparation by negotiation between groups and by means of payment or equivalent punishment.
Class 14	Blood feud. Restoration of the community.
Class 15	The sentencing circle.
Class 16	Contemporary aboriginal law issues Environmental debate Legal relations between human beings and land Multiple forms of ownership and use of land
Class 17	Canadian law and aboriginal tradition Historical relationship with the Canadian government: Early cases on Aboriginal title Royal Proclamation
Class 18	Treaty interpretation
Class 19	Treaty interpretation
Class 20	Aboriginal peoples and land claims in the United States
Class 21	The Canadian Charter of Rights and Freedoms and aboriginal issues
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Legal Traditions of the World: Sustainable Diversity in Law by H. Patrick Glenn, Oxford University Press, 2004.
- Compilation of articles and other sources on aboriginal law.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

INTERNATIONAL HUMAN RIGHTS LAW

Prof.: Dr. Julian Hermida

Course number:

COURSE DESCRIPTION

This course examines the legal protection of human rights on the international level. This course focuses on international institutions, treaties, and practices for the legal and political protection of human rights. Attention will also be given to the role and functions of international criminal tribunals. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Understand and critically evaluate the notion of human rights.
 - Deconstruct the notion of universal human rights as a European, male-centered concept.
 - Understand the historical development of human rights.
- Appreciate the evolution and development of the protection of human rights.
- Understand and critically evaluate the role of international and regional institution in the legal and political protection of human rights.
- Analyze the international responsibility of individuals.
 - Understand the evolution of international criminal responsibility from Nuremberg to the International Criminal Court.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Human Rights Political background of International Human Rights History of human rights Generation of human rights
Class 3	The notion of universality Contested views Cultural relativism and universal human rights Civil, political, economic, social and cultural rights
Class 4	The Universal Declaration of Human Rights Other UN human rights instruments
Class 5	The Human Rights Committee and Human Rights Commission
Class 6	Sanctions and interventions Regional human rights instruments
Class 7	The Council of Europe The European Convention for the Protection of Human Rights and Fundamental Freedoms The European Court of Human Rights
Class 8	The Inter-American Human Rights System Canadian political attitude towards the Inter-American Human Rights system
Class 9	The Canadian reception of international human rights
Class 10	Reception through the Charter and other human rights laws Reception of specific international human rights
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Post-conflict justice and responses to massive human rights tragedies
Class 14	Domestic prosecution, truth seeking and truth commissions, vetting/institutional reform and reparations.

Class 15	International women's human rights. Violence against women
Class 16	Special women's issues. Discrimination against women
Class 17	The international rights of the child Sex tourism and sex traffic
Class 18	Child soldiers
Class 19	International Labour Rights International Refugee Rights Human smuggling Human trafficking
Class 20	New issues in human rights Aids and human rights
Class 21	Security concerns and human rights
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- International Human Rights Law by Mark Freeman and Gibran van Ert, Irwin Law, 2004.

RECOMMENDED TEXTBOOK

- Understanding Human Rights: Origins, Currents, and Critiques by Reeta Tremblay, James Kelly, Michael Lipson and Jean Mayer, Thomson Nelson, 2008.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

GROUP C COURSE OUTLINES

LEGAL THEORY

Prof.: Dr. Julian Hermida

Course number:

COURSE DESCRIPTION

This course will examine the theories that serve to underpin the study of law. The purpose of this course is to provide a theoretical framework by considering the application of classical and contemporary theories of, and perspectives on, law. Theoretical perspectives considered will include legal positivism, feminist legal theory, sociological jurisprudence, legal realism, critical legal studies, Law and Economics, and structural functionalism. The course will also focus on the law and its relationships with morality and politics, and its kinship with other disciplines, especially Political Science and sociology. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Understand different conceptions of law.
 - Demonstrate an understanding of the relationship between law and other disciplines, particularly Political Science and Sociology.
 - Be familiar with main images of law.
 - Be familiar with traditional and alternative legal methods and legal reasoning.

- Understand and critically evaluate the central theories of law.

- Analyse critically the theories of law and their relationship with legal practice.
 - Demonstrate some understanding of the relationship between legal theory and social theory.
 - Demonstrate an understanding of the relationship between law and legal theory.
- Apply feminist and postmodern critiques of law to a myriad of legal problems.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Images and notions of law. Law and morality Law and politics Law and other disciplines
Class 3	Legal positivism.
Class 4	Legal positivism. Traditional legal method. Legal reasoning.
Class 5	Sociological views of law. Law and Politics. Classical authors: Marx, Weber, Durkheim Natural law
Class 6	Sociological Jurisprudence
Class 7	Sociological Jurisprudence
Class 8	Legal realism
Class 9	Legal realism
Class 10	The Behavior of Law and the Sociology of the Case Donald Black

	Sociology of the case
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Critical Legal Studies
Class 14	Critical Legal Studies and Legal Postmodernism Roberto Unger
Class 15	Feminist Jurisprudence
Class 16	Feminist Jurisprudence
Class 17	Feminist Legal Methods (Bartlett) Feminist standpoint epistemology
Class 18	Structural Functionalism
Class 19	The Political Economy of the Law: Law and Economics Movement
Class 20	The Political Economy of the Law: Law and Economics Movement Choice theory
Class 21	Indigeneous Jurisprudence Race theory
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Guide to Contemporary Legal Theory, Robert W. Gordon and Margaret Jane Radin (eds.), Westview, 2007.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

LEGAL HISTORY

Prof.: Dr. Julian Hermida

Course number:

COURSE DESCRIPTION

This course examines selected topics in legal history. It analyzes the historical development of the main legal traditions that influenced Canadian law. Issues and interpretations in selected areas of law are examined. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Understand the role of history in law.
- Understand and critically evaluate the historical developments of the main legal traditions, particularly those that influenced Canadian law.
- Analyze the historical development of selected legal issues.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	The emergence of legal systems
Class 3	Historical methods vs. legal methods
Class 4	The history of English law. Common law historical developments
Class 5	Common law historical developments
Class 6	History of Roman law

Class 7	Roman law
Class 8	Roman law influence on English law
Class 9	Historical developments in civil law
Class 10	History of Islamic law Islamic law influence on English law
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Aboriginal law
Class 14	Influence of aboriginal law in English law
Class 15	Regulation of family and gender throughout history
Class 16	Regulation of family and gender throughout history
Class 17	Historical development of international law
Class 18	Historical development of international law
Class 19	Historical regulation of property
Class 20	Canadian legal and judicial history
Class 21	Historical development of Canadian legal history
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Legal history: a European perspective by R. C. van Caenegem, Hambledon Press, 1991.

RECOMMENDED TEXTBOOK

- R.C.B. Risk, A History of Canadian Legal Thought: Collected Essays, by G.Blaine Baker and Jim Phillips, University of Toronto Press, 2006.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

LAW AND POLITICS

Prof.: Dr. Julian Hermida

Course number:

COURSE DESCRIPTION

This course examines some of the practical and theoretical connections between law and politics. It offers the opportunity to study some selected topics from the perspective of the closely related disciplines of Law and Politics. It also analyzes the nature of the political engagement undertaken when people encounter law and the way in which legal disputes are seen as something distinct from political and moral controversies. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Understand some of the basic concepts, structures and institutions of Canadian law.
- Explore ways in which 'politics' affects, and forms part of, the legal landscape
- Critically reflect about the legal-political world that surrounds them.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	The relationship between law and politics The relationship between legal theory and political theory
Class 3	The relationship between law and politics The relationship between legal theory and political theory
Class 4	Power vs. rules The relationship between knowledge and power

Class 5	The Canadian Constitution: confluence of law and politics
Class 6	The Canadian Constitution: confluence of law and politics
Class 7	Law and politics and the Canadian Charter of Rights and Freedoms
Class 8	Law and politics and the Canadian Charter of Rights and Freedoms
Class 9	Law and politics and aboriginal problems
Class 10	Law and politics and aboriginal problems
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	The courts and power
Class 14	The courts and power Legal disputes
Class 15	Canadian federalism and judicial review Judicial activism
Class 16	International Law and Politics
Class 17	International Law and Politics
Class 18	International relations
Class 19	Bilingual policy in Canada
Class 20	Minority language policy in Canada Multicultural policy in Canada
Class 21	Environmental Policy
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Canadian Politics, 4th ed. by J. Bickerton and A. Gagnon, eds., Broadview Press, 2004).

RECOMMENDED TEXTBOOK

- Canadian Federalism. Performance, Effectiveness, and Legitimacy, by Herman Bakvis and Grace Skogstad (eds) Oxford University Press, 2002.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.

ALTERNATIVE DISPUTE RESOLUTION

Prof.: Dr. Julian Hermida

Course number:

COURSE DESCRIPTION

This course examines how the legal system understands conflict and it also analyzes a range of alternate theoretical models for dealing and responding to conflict. Special consideration is given to negotiation, mediation, arbitration, and to hybrid processes for dispute resolution. The course will also consider the impact of race, gender and other cultural norms on conflict analysis. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

- Be familiar with way the legal system understands.
- Explore a range of theoretical models for dealing with disputes.
 - Be familiar with some dispute resolution techniques.
- Understand conflict analysis and conflict prevention.
 - Be familiar with conflict prevention strategies and techniques.
- Critically reflect about the impact of race, gender, and class status in alternative dispute processes.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Conflict and the law
Class 3	Conflict and the law

	Adjudication
Class 4	Alternative dispute resolutions Negotiation
Class 5	Negotiation theories and strategies Negotiator styles.
Class 6	Conciliation
Class 7	Mediation
Class 8	Mediation
Class 9	Mediator neutrality; The role of the lawyer as negotiator and mediation advocate
Class 10	Gender, race, and class status in mediation and negotiation
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Arbitration
Class 14	Arbitration
Class 15	Commercial and international arbitration
Class 16	Hybrid processes in alternative dispute resolutions
Class 17	Government Procedures: Human Rights Workers' Compensation
Class 18	Restorative Justice
Class 19	Restorative Justice Victim offender mediation
Class 20	Sentencing circles
Class 21	Alternative dispute mechanisms in international state conflicts
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- The Handbook of Dispute Resolution by Michael L. Moffitt and Robert C. Bordone, John Wiley & Sons Canada, Ltd 2005.

RECOMMENDED TEXTBOOK

- Getting to Yes: Negotiating Agreement Without Giving In by Roger Fisher Penguin Paperbacks, 1991.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com> Students will be able to consult the course outline, test banks, class notes, class activities, and other useful information.