

TEACHING INTERESTS

Dr. JULIAN HERMIDA

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INTRODUCTION

My teaching interests include a wide array of Criminal Law, International Criminal Law, Criminology, and Criminal Justice courses, which I would like –and am ready- to teach. Most of these courses coincide with those currently being taught at Carleton University’s Institute of Criminology and Criminal Justice. But I have also included some courses which I would like to develop here.

I have divided my preferred courses into three categories. Group A includes courses in Criminal Law, group B includes courses in International and Comparative Criminal Law, and group C includes courses in Criminology and Criminal Justice. I am truly passionate about 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 experience in the topics covered by these courses, as a researcher, teacher and/or Criminal Justice professional. In simple terms, for me these courses are to “kill for”.

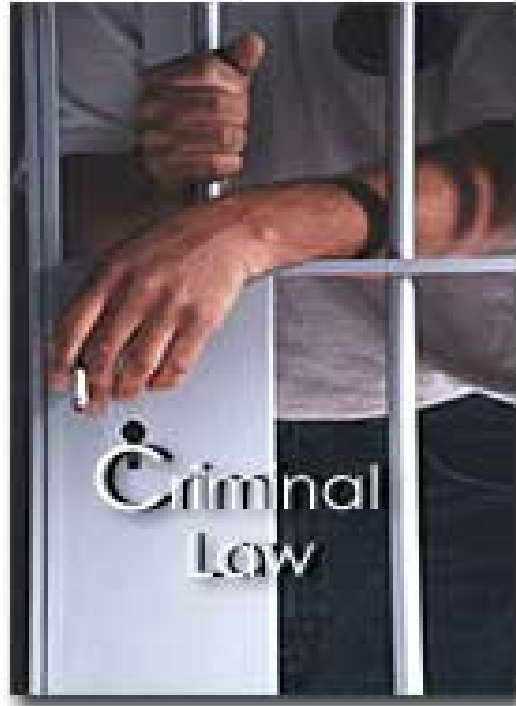
The purpose of this dossier is to form the basis for a discussion on my teaching interests. I have prepared some draft course outlines from each group. These are just drafts, works in progress, which I prepared for this discussion. If selected to teach at Carleton, I would use these drafts to discuss them with colleagues and the Director. I would then revise them and refine them according to the actual needs and academic culture of the Institute.

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.

TEACHING INTERESTS

GROUP A: Criminal Law

- ✓ Criminal law in context (LAWS 2004)
- ✓ Introduction to Legal Studies (LAWS 1000)
- ✓ Crime & State in History (LAWS 3305)
- ✓ Crime, Law, Process & Politics (LAWS 3306)
- ✓ Punishment and the Law (LAWS 3308)
- ✓ Honours Research Project in CCJ (CRCJ 4908)
- ✓ Legal Research Methods (LAWS 3907)
- ✓ Youth and Criminal Law (LAWS 3307)
- ✓ Criminal Justice Reform (LAWS 4305)
- ✓ Criminal Procedure and Evidence
- ✓ Women and the Law
- ✓ Cybercrime



GROUP B: International Criminal Law

- ✓ International Criminal Law and Justice
- ✓ Comparative Criminal Law and Criminal Justice
- ✓ International Perspectives on Corrections



GROUP C: Criminology and Criminal Justice

- ✓ Criminology (SOC1 2450)
- ✓ Studies in Criminal Justice Policy (SOC1 3400)
- ✓ Studies in Criminal Justice (SOC1 3410)
- ✓ Criminal Justice theory
- ✓ Corrections
- ✓ Introduction to Criminal Justice
- ✓ Corporate Crime
- ✓ Crime and Media



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

CRIMINAL LAW IN CONTEXT

Prof.: Dr. Julian Hermida

Course number: LAWS 2004

COURSE DESCRIPTION

This course examines the principles and components of Criminal Law. The focus will be on Criminal Law in its social, political, and historical context. Special attention will be paid to the role of Criminal Law generally in contemporary society, the definition of criminal offences, the analysis of specific offences, and the doctrine of criminal participation. 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.

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 crime and criminal 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, an essay, 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.

MIDTERM 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?

- 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.

- Does the research paper adequately deal with the selected topic? Does the research paper show an understanding of the topic dealt with?
- Does the research paper show a clear, coherent, and comprehensive treatment of the selected topic?
- Does the research paper integrate knowledge acquired throughout the course? Does it make specific reference to theories discussed in class?
- Does the research paper make reference to class discussions and activities?
- 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;
A	85_89	4.0		

A_	80_84	3.7		outstanding grasp of subject matter; evidence of extensive knowledge base.
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 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	Property crimes
Class 18	Violence against women Stalking
Class 19	Violence against women Stalking
Class 20	Assault and other violent crimes
Class 21	Drug and crimes
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.

INTRODUCTION TO LEGAL STUDIES

Prof.: Dr. Julian Hermida

Course number: LAWS 1000

COURSE DESCRIPTION

This course is an introductory journey into the fascinating world of law and the Canadian legal system. We will explore the notions, role, and functions of law from both legal and socio-legal perspectives. We will immerse in the exploration of the main legal traditions present in Canada –common law, civil law, and aboriginal law. We will analyse the tensions among these traditions as well as the efforts for coexistence. We will also navigate through the various branches and sources of law, and we will examine the rules for statutory interpretation, the role of precedent, and the role of legal professionals and lay persons in the Canadian justice system. We will also venture into the analysis of legal reasoning and legal methods. We will see both the advantages and disadvantages of the legal method and we will compare it to other methods used in the social sciences. This course will provide a sound basis for further study in the areas of law and justice.

OBJECTIVES

This course is conceived so that you can:

1. understand the notion, role, and functions of law.
 - a. analyse law from legal and non legal perspectives.
2. recognize and understand the principal sources and branches of law in the Canadian legal system.
 - a. appreciate and employ legal and socio-legal language and discourse conventions.
 - b. understand the influence of social movements, the media, and other social actors in the creation of law.
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 method and legal reasoning.
- a. understand the rules for statutory interpretation and the role of precedent.
 - b. critically evaluate legal reasoning and the legal method.
 - 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.

Fall Term

Class	Topic
Class 1	Introduction and orientation
Classes 2 and 3	Concepts of law Nature of law. Legal and socio-legal approaches. Law and Social Sciences. Types and functions of law: Social control, Dispute resolution, and Social change
Classes 4 and 5	Legal traditions The three main legal traditions in Canada Common law Civil Law Aboriginal Law
Class 6	Public vs. Private Law

	Branches of Law
Class 7	Sources Influence of social movements, the media, and other actors in the creation of law.
Class 8	Review Essay writing activities
Classes 9, 10, and 11	Criminal Law and social control Theory of offence The role of legal professionals in the criminal procedure The marginal role of victims Aboriginal law conception of criminal offences. Civil Law conception of criminal offences.
Class 12	Review for class-room test
Class 13	Essay writing activities.
Class 14	Class-room test
Classes 15, 16, and 17	Constitutional Law The Charter of Rights and Freedom Charter legal rights Oakes test Equality
Classes 18, 19, and 20	Contracts Notion of contracts in common law and civil law Formation Interpretation rules Breaches
Classes 21 and 22	Problems faced by minorities in the Canadian justice system
Class 23	Review for class-room test

Class 24	Class-room test
Class 25	Feedback

Winter Term

Class	Topic
Classes 1, 2, and 3	Extracontractual responsibility The notion of torts A historical approach to the development of extracontractual responsibility in common law and civil law.
Classes 4 and 5	Legal reasoning and legal methods The doctrine of stare decisis. Flaws of the legal method. Comparison to other methods used in the Social Sciences.
Classes 6 and 7	Family and the law. The evolution of family in Canadian law. Same sex marriage Divorce
Class 8	Review. Essay writing activities.
Class 9	Essay writing activities
Classes 10 and 11	Social control and Administrative Law
Class 12	Review for class-room test

Class 13	Class-room test
Classes 14 and 15	Law and Economics Corporations
Class 16	Essay writing activities
Class 17	Principles of statutory interpretation
Classes 18, 19, and 20	Legal issues affecting women, aboriginal people, and other minorities in the legal system. Sexual harassment
Classes 21 and 22	Language rights Quebec and French language issues Aboriginal languages and legal issues Immigrants and language rights
Class 23	Review for global evaluation
Class 24	Submission of global take-home evaluation Feedback

REQUIRED TEXTBOOK

Canadian Law: An Introduction by Neil Boyd, 4th edition, Thomson Nelson, 2006, ISBN 0-7747-3574-0.

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 AND CRIMINAL LAW

Prof.: Dr. Julian Hermida

Course number: LAWS 2207

COURSE DESCRIPTION

This course examines the nature, prevalence, characteristics, and consequences of youth crime in Canada. It considers the social, political, legal, and criminological issues associated with youth crime. Canada's juvenile justice and child protection systems are examined from an historical perspective. The Youth Criminal Justice Act is reviewed in detail in relation to the Convention of the Rights of the Child and various other international human rights standards. The objectives pursued by the youth criminal justice system are examined in relation to prevailing scientific and popular explanations of juvenile crime. The effectiveness of the youth justice system is evaluated for its effectiveness and efficiency. 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 Youth Criminal Law and the youth criminal justice system.
 - 3.1. Analyze the main principles of Youth Criminal Law and 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 and Youth Criminal Law 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 TEXTBOOKS

- Youth Criminal Justice Law, Nicholas Bala (Toronto: Irwin Law, 2003)
- 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.

CRIMINAL PROCEDURE AND EVIDENCE

Prof.: Dr. Julian Hermida

COURSE DESCRIPTION

This course examines the criminal court process, the legal framework that regulates it and the Charter limits imposed to gathering of evidence and its admissibility. Emphasis will be placed on individual rights, their protection under law and the Charter of Rights and Freedoms. The course also analyzes the determination of guilt at trial and the role of professionals and non professionals in the criminal trial process. Significant attention will be given to the identification of instances of discrimination against lay people, particularly through evidence rules. 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.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Introduction to Criminal Process Social, political, and historical context
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	The role of courtroom professionals. The role judges, defence attorneys, and prosecutors. Other criminal justice professionals.
Class 17	The courtroom workgroup
Class 18	The courtroom workgroup
Class 19	Sentencing
Class 20	Sentencing
Class 21	Appeals
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

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.

WOMEN AND THE LAW

Prof.: Dr. Julian Hermida

COURSE DESCRIPTION

This course examines issues impacting women in the criminal justice system. It examines a wide range of issues ranging from women as victims of crime, to women as criminal offenders, to women as police and other types of criminal justice workers. Students will have the opportunity to become acquainted with and evaluate the political, legal and social issues of crime relating to women. 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

- Women and the Criminal Justice System by Katherine Stuart van Wormer and Clemens Bartollas, Allyn and Bacon, 2000.

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.

CYBERCRIME

Prof.: Dr. Julian Hermida

COURSE DESCRIPTION

This course is designed to identify the nature and issues of computer or cyber-crime. Cyber crime consists of specific crimes dealing with computers and networks, such as hacking, and the facilitation of traditional crime through the use of computers, such as child pornography, hate crimes, telemarketing, and Internet fraud. It will examine the opportunities for cybercrime created by increase reliance on information technology. Specific topics might include cyberterrorism, creation and distribution of viruses, and hacking. It will also examine the role of computer technology for criminal investigations. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

This course is conceived so that students can:

1. Identify the nature of computer crime.
 - 1.1 Understand and critically evaluate the nature and number of computer crimes.
 - 1.2. Identify the main criminal issues related to computer crime.

3. Identify and examine criminal problems and opportunities caused by increase reliance on information technology.
 - 2.1. Analyze hacking as both a problem in need of control and a means of controlling cybercrime.
 - 2.2. Examine both Canadian and international initiatives to deal with cybercrime.

4. Analyze and evaluate traditional crime committed through the use of computers.

5. Examine and value the use of computers for criminal investigation.

5. Apply criminological theories and criminal justice principles to a myriad of cybercrime issues.
 - 5.1. Critically reflect on media reports and cultural products concerning cybercrimes.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Cybercrimes Concept of crime
Class 3	Cybercrimes Where the Computer Is the Target: Hacking
Class 4	Cybercrimes Where the Computer Is the Target: Cracking, Fraud, Virus Dissemination and Extortion Unauthorized Access to Stored Electronic Communications
Class 5	Cybercrimes Involving Improper Communications: Sending Obscene, Abusive or Harassing Communications Online Stalking, Harassment and Threats Spam
Class 6	Cybercrimes Involving Improper Communications: Online Stalking, Harassment and Threats Spam
Class 7	Cybercrimes Involving Minors Sexual Exploitation of Children
Class 8	Cybercrimes Involving Minors Sending Offensive Material to Minors Transmitting Information about a Minor

	Luring children
Class 9	Cybercrimes Involving Fraud and Other Traditional Misconduct Mail Fraud Fraud in Connection with Access Devices Transporting Stolen Property
Class 10	Identity Theft
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Identify theft
Class 14	The role of computer technology for criminal investigations
Class 15	Cyberterrorism
Class 16	Cyberterrorism
Class 17	Acquisition of Evidence Limits to searches and seizures The Use of the Seized Material
Class 18	Canadian and international initiatives to prevent and prosecute cybercrime
Class 19	The Investigation and Prosecution of a Cybercrime
Class 20	The Defense of a Cybercrime
Class 21	International cooperation and cybercrime initiatives
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Cybercrime and society: crime and punishment in the information age by Majid Yar, SAGE Publications, 2006.

RECOMMENDED TEXTBOOKS

- Cybercrime: The Investigation, Prosecution and Defense of a Computer-Related Crime, 2nd edition, by Clifford, Ralph D.; Moreau, Darlene Demelo; Miquelon-Weismann, Miriam; Lamb, Dianna W.; Orton, and Ivan Carolina, Academic Pr. 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.

GROUP B COURSE OUTLINES

INTERNATIONAL CRIMINAL LAW AND JUSTICE

COURSE DESCRIPTION

This course is an exploratory adventure into the fascinating world of International Criminal Law and Justice. We will analyze the evolution of international crimes and the international community responses. Special consideration will be given to war crimes, crimes against humanity, international terrorism, the role of human rights in international justice, the establishment of international criminal courts, global sex trade, human trafficking, and money laundering, among other equally fascinating topics.

OBJECTIVES

This course is conceived so that students can:

1. Understand the concept of international Criminal Law
 - 1.1. Analyze the different conceptions of justice at the international level.
2. Develop analytical tools to understand the major international and transnational crimes
3. Analyze the evolution of international crimes and the international responses.
4. Become familiar with international criminal justice problems.

Class (3 hours each)	Topic
Class 1	Introduction and orientation
Class 2	International actors and international norms
Class 3	International crimes Transnational crimes International crimes and minorities

Class 4	Foreign and International legal research methods
Class 5	Global sex trade
Class 6	International state responsibility Responsibility to act Human security Genocide Crimes against humanity War crimes
Class 7	International organizations involved in crime control International Criminal Courts
Class 8 March 5	The role of human rights in international justice MIDTERM TEST
Class 9	Money laundering
Class 10	Extradition
Class 11	Human trafficking
Class 12	Crimes in Space Feedback

REQUIRED TEXTBOOK

- Julian Hermida, Course package

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.

COMPARATIVE CRIMINAL LAW AND CRIMINAL JUSTICE

Prof.: Dr. Julian Hermida

COURSE DESCRIPTION

This capstone course in justice studies will provide a critical examination of the theory and method of an integrated justice system in comparison with other countries' justice systems. Students will be expected to demonstrate an advanced level of understanding based on their previous course work of the concept justice as it is found in common law systems, civic law systems, and socialist systems. The development, structure, and operation of other justice systems will be considered. The content will focus on the impact of historical, political, social, religious and cultural factors on the justice system. The specific components of each system will be evaluated for their structure and operation. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

1. Critically examine the Canadian criminal justice system.
 - a. Evaluate non criminal justice principles, methods, and actors.
 - b. Examine the impact of historical, political, social, religious and cultural factors on the justice system.
2. Understand the main aspects of alternative criminal justice systems in Canada.
3. Critically compare the Canadian criminal justice system to other countries' justice systems.
 - a. Critically analyze the criminal justice system in civil law countries.

- b. Critically analyze the criminal justice system in Islamic countries.
- c. Critically analyze Socialist principles of criminal justice system.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Comparative Law Methods The Canadian Criminal Law and criminal justice system. Main actors and agencies.
Class 3	Canadian Criminal Law and the Canadian criminal justice system. Influence of historical, political, social, religious and cultural factors.
Class 4	The Canadian criminal justice system. Comparison with the Canadian non criminal justice system
Class 5	Alternative criminal justice systems
Class 6	Other common law criminal justice systems: The US
Class 7	US Criminal Law
Class 8	Civil law criminal justice systems. Main agencies and actors.
Class 9	Civil law criminal justice systems. The role of the victims. Co-prosecution of cases by victims
Class 10	Law enforcement and corrections in civil law countries
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	The conception of criminal law in civil law countries. Goal oriented school vs. causalist school
Class 14	Criminal procedure in civil law countries.

	The inquisitorial system.
Class 15	Criminal justice system in Islamic countries Shar'iah Crime and punishment under Shar'iah
Class 16	Hadd crimes Tazir Crimes Qesas Crimes
Class 17	Criminal procedure in Islamic countries. Qazi and criminal punishments
Class 18	Equality and Islamic Justice
Class 19	Criminal Justice and socialism
Class 20	Criminal Justice in the Soviet Union Criminal Justice in post Communist Eastern Europe Restorative Justice in Latvia and other post Communist Eastern European countries.
Class 21	Aboriginal conceptions of justice
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Comparative Criminal Justice Systems by Erika Fairchild and Harry R. Dammer, 2nd edition, Wadsworth, 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.

INTERNATIONAL PERSPECTIVES ON CORRECTIONS

Prof.: Dr. Julian Hermida

COURSE DESCRIPTION

The course examines corrections practices in Canada in comparison to practices in other countries. The course examines differences in legal structure, including policing methods, the courts, and correctional practices. It explores these topics to show the different ways policing, adjudication, and corrections can be carried out. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

- Critically examine corrections practices in Canada.
- Critically compare the Canadian correctional practices to other countries' corrections systems and practices.
 - Be familiar with correctional practices in selected countries and regions, such as the United States, England, France, Russia, Japan, Latin America, and Islamic countries.
- Understand the main aspects of international transfer of offenders.
 - Analyze bilateral treaties.
 - Analyze multilateral conventions and initiatives

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Overview of the Canadian corrections systems The role of Correctional Services Canada

	The Corrections and Conditional Release Act
Class 3	Overview of corrections, procedure, and legal principles in civil law countries
Class 4	Overview of corrections, procedure, and legal principles in Islamic countries.
Class 5	Overview of corrections, procedure, and legal principles in common law countries.
Class 6	Correctional practices in the United States.
Class 7	Correctional practices in the United States
Class 8	Correctional practices in France.
Class 9	Correctional practices in France.
Class 10	Correctional practices in Islamic countries
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Russia and corrections practices
Class 14	Russia and corrections practices
Class 15	Correctional practices in Japan
Class 16	Correctional practices in England
Class 17	Correctional practices in Latin America
Class 18	Correctional practices in Latin America
Class 19	International Transfer of Offenders
Class 20	International Transfer of Offenders Bilateral treaties signed by Canada
Class 21	International Transfer of Offenders Multilateral Conventions Convention on the Transfer of Sentenced Persons (Council of Europe)

	Scheme for the Transfer of Convicted Offenders within the Commonwealth Inter-American Convention on Serving Criminal Sentences abroad
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- World Criminal Justice System. A Survey, 5th edition, by Richard J. Terrill, Anderson, 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.

GROUP C COURSE OUTLINES

CRIMINOLOGY

Prof.: Dr. Julian Hermida

Course number: SOCI 2450

COURSE DESCRIPTION

This course is an exploratory journey into the fascinating world of crime and Criminology. We will navigate through the main criminological views and theories. We will examine both classical and contemporary explanations of criminality and we will engage in fervent debates about the flaws and the advantages of the main criminological theories. We will also explore the Criminal Code and we will immerse in the captivating task of defining crime. We will also examine the principal types of crime and methodological problems in the quantification of crime. This course will provide you with a sound basis for further study in the area of Criminology and Criminal Justice.

OBJECTIVES

This course is conceived so that you can:

- critically evaluate the major criminological theories.
 - be familiar with the major schools of criminology.
 - analyze the main theories of crime.
- understand the fundamental concepts in criminology
 - understand the basic concepts, topics, issues, and terminology used by criminologists.
 - be familiar with problems for data collection.
- be familiar with the Criminal Law notion of crime
 - examine the theory of offence.
- examine the main types of crimes and crime patterns.
 - critically evaluate the implications of the criminalization of selected behaviour.

CLASS SCHEDULE

Class	Topic
Class 1	Introduction and orientation
Class 2	Criminology views and introduction to Criminology.
Class 3	Criminology views Individual explanations of crime Sociological explanations of crime Conflict/Critical explanations of crime
Classes 4 and 5	Classical school of Criminology
Classes 6 through 8	Positivist Criminology
Classes 9 and 10	Methods of data collection Crime patterns
Classes 11 through 14	Sociological theories Social Control theory Anomie/Strain theory Social Disorganization theories Labeling theory
Class 15	Midterm test
Classes 16 through 18	Critical Criminology Marxist Criminology
Classes 19 and 20	Peacemaking criminology
Classes 21 and 22	Feminist Criminology Liberal Feminism

	Marxist Feminism Radical Feminism Socialist Feminism Sex offender registration
Classes 23 and 24	Integrated theories
Class 25	Feedback

REQUIRED TEXTBOOK

- Criminology in Canada: Theories, Patterns, and Typologies, 3rd edition, by Larry J. Siegel and Chris McCormick (Toronto: Nelson Thomson Learning, 2006) ISBN 0176416706.

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.

CORRECTIONS

Prof.: Dr. Julian Hermida

COURSE DESCRIPTION

This course will present a historical view of the correction system and examine the current theories and practices used by Canadian corrections. The course will cover the following topics: sentencing, the incarceration process, probation, parole, institutional programs, social rehabilitation, offender case management, community-based offender programs, correctional workers, and community-based involvement in corrections. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

- Critically examine the Canadian correctional system.
 - Examine its historical development.
 - Understand the role of Correctional Services Canada

- 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.

- Critically evaluate community-based corrections programs.

- Assess correctional programs.

- Be familiar with violence and drug abuse problems in correctional facilities.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Overview of the Canadian corrections systems The role of Correctional Services Canada The Corrections and Conditional Release Act Historical overview of the Canadian correctional systems
Class 3	Sentencing Sentencing principles Sentencing models
Class 4	Sentencing alternatives Sentencing disparity and minorities
Class 5	Sentencing disparity and minorities
Class 6	Probation
Class 7	Parole
Class 8	The incarceration process
Class 9	Community-based corrections
Class 10	The role of Correctional Services Canada
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Institutional programs, social rehabilitation, and offender case management.
Class 14	Institutional programs, social rehabilitation, and offender case management.
Class 15	The correctional professionals.
Class 16	Overincarceration of aboriginals. Aboriginal initiatives.
Class 17	Programs for Families of Offenders

	Private Family Visiting Program LifeLine Resource Centre
Class 18	Women Offender Programs and Issues
Class 19	Correctional programs Education and Employment. Family Violence Programs Sexual Offender Programs. Substance Abuse Programs Violence Prevention Programs
Class 20	Violence in correctional facilities
Class 21	Drug abuse in correctional facilities
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Canadian Corrections, 2nd edition, by Curt Griffiths, Thomas Nelson, 2004.

RECOMMENDED TEXTBOOKS

- Essentials of Corrections, 3rd edition, by G. Larry Mays, Thomas Nelson, 2005.
- Introduction to Corrections, 2nd edition, by Michael L. Birzer, Cliff Roberson, 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.

STUDIES IN CRIMINAL JUSTICE POLICY

Prof.: Dr. Julian Hermida

Course number: SOCI 3400

COURSE DESCRIPTION

This course considers social and political theories, law and justice and their implications for policy development in the justice system. It explores the diverse nature of the theory within the field of crime and deviance by focusing on modern and post-modern theories. The selected paradigms are studied with regard to their explanatory domain, role in examining social and criminological problems and the development of policies. The course also aims at helping students develop critical thinking, research, and writing skills.

OBJECTIVES

- Critically examine and evaluate theories about the Criminal Justice discipline.
 - Evaluate modern and post-modern theories on criminal justice.
- Identify the main aspects of each criminal justice theory.
- Understand the role of the state in each criminal justice theory.
- Examine issues of gender, race, and minority exclusion in each theoretical orientation.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Overview of Criminal Policy, Criminology, and Criminal Justice theory

Class 3	Theories on Criminal Justice: Criminal Justice as Rational/Legalism Beccaria
Class 4	Criminal Justice as Rational/Legalism
Class 5	Criminal Justice as a System
Class 6	Criminal Justice as a System The American Bar Foundation Survey Forced Reaction theory Elements of the CJ as a system paradigm
Class 7	Crime Control model
Class 8	Due Process model
Class 9	Crime Control and Due Process: Common elements
Class 10	Criminal Justice as Politics Ideological positions
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Criminal Justice as Socially Constructed Reality
Class 14	Criminal Justice as Socially Constructed Reality The Interpretive School Criminal Justice as moral panic Inventing Criminal Justice: Myth and Social Construction
Class 15	Criminal Justice as Growth Complex
Class 16	Criminal Justice as Growth Complex The corrections commercial complex The crime control industry
Class 17	Criminal Justice as Oppression Feminism and Criminology Feminist theory, crime and justice
Class 18	Affirmative Race Law Poverty and the criminal process

	Crime control in the capitalist state
Class 19	Criminal Justice and Post-modernism
Class 20	Crime control and social order
Class 21	The new penology
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Theorizing Criminal Justice: Eight Essential Orientations, by Peter Kraska, Waveland, 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.

CORPORATE CRIME

Prof.: Dr. Julian Hermida

COURSE DESCRIPTION

This course is designed to identify the nature and issues of corporate crime. It will conduct a critical analysis of the types of corporate crime including white-collar crime. The course will review the classic studies on corporate crime beginning with the work of Sutherland and continuing to contemporary theories. The course will also examine issues related to the control of white-collar crime by both legal and non-legal means. 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 notion of corporate crime.
 - Understand the notion of white collar.
 - Distinguish the notions of corporate crime and white collar crime

- Understand and appreciate the influence of Edwin Sutherland in the conceptualization of white-collar crime.

- Evaluate the influence of the media on public perception of corporate and white-collar crime.

CLASS SCHEDULE

Date/Class	Topic
Class 1	Introduction and orientation
Class 2	Corporate crimes and white-collar crimes

Class 3	Theories on the causes of white collar and corporate criminality: Individualist theories of white collar crime: Sutherland
Class 4	Individualist theories of white collar crime: Shapiro, Gottfredson and Hirschi.
Class 5	Organizational theories of corporate crime: Kramer, Schragger and Short, Ermann and Lundman, Stone, Fisse and Braithwaite
Class 6	Conflict theory approaches to corporate criminality. The role of the state in controlling corporate and organizational criminality.
Class 7	Crimes by Government and Public Officials
Class 8	Crimes by Government and Public Officials
Class 9	Criminal law and corporate crime. Main crimes Corporate and white-collar crimes under criminal law.
Class 10	Criminal law and corporate crime. The hybrid nature of corporate criminal liability. The legal basis of attaching liability to the corporation.
Class 11	Review for midterm
Class 12	FIRST MID TERM
Class 13	Criminal law and corporate crime. Problems of mens rea. Criminal liability of corporate directors and officers
Class 14	Societal Reaction to Organizational and Corporate Crime
Class 15	The influence of the media on public perception of corporate and white-collar crime.
Class 16	Corporate violence against women
Class 17	Corporate violence against women
Class 18	Institutional Corruption
Class 19	Institutional Corruption
Class 20	International initiatives against corporate crimes

Class 21	International initiatives against corporate crimes
Class 22	Review for midterm
Class 23	SECOND MIDTERM
Class 24	Feedback

REQUIRED TEXTBOOK

- Trusted Criminals. White Collar Crime In Contemporary Society, 3rd edition, by David O. Friedrichs, Thomson Higher Education, 2007.

RECOMMENDED TEXTBOOK

- Elite Deviance, 8th edition, by David R. Simon Pearson/Allyn & Bacon, 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.