

Sociology 3270 3(3-0-0)  
**CRIMINAL JUSTICE ADMINISTRATION IN CANADA**

Fall Semester, 2009  
Grande Prairie Regional College  
Days: TBA; Times: TBA

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This course offers a comprehensive look at the Canadian criminal justice system with a particular emphasis on criminal law, policing, courts, and corrections. In exploring this complex and continually evolving system, we will address the broader social forces and conditions that impact the development, implementation, and evolution of criminal justice administration. We will also discuss some of the current issues and challenges facing the justice system including the balance between punishment and rehabilitation, community policing, restorative justice, and privatization.

**COURSE REQUIREMENTS AND GRADING**  
**[Prerequisites: SO 1000 and SO 2250]**

Mid-Term Exam (30 points)..... October xx  
Final Exam (30 points)..... TBA  
**Semester Work** [total 90 points] --  
Daily Group Media Analysis (30 points)..... ***begins*** September xx  
Proposal & Annotated Bibliography (30 points)..... ***due*** October xx  
Project & Class Handout (30 points)..... ***due*** November xx\*

**\*Note:** those opting for a class presentation or a presentation/project combination may be scheduled earlier than these days, e.g. beginning **November xx**, depending on number of groups that are presenting.

**Total points are 150;** your total points will be converted to a percent (%) grade to determine your letter grade, for example, 120/150 = 80% = A-

**REQUIRED TEXTS**  
**[Other Material Will Be Distributed On An As-Needed Basis]**

Colin Goff, 2008 (4<sup>th</sup> ed.), Criminal Justice in Canada. Thomson Nelson: Toronto.

Jessie Horner, 2007, Canadian Law and the Canadian Legal System. Pearson Education Canada: Toronto.

*You are encouraged to read beyond the assigned course book(s). Check out popular magazines, academic books and journals and other sources for coverage of topics discussed in this course: such materials are available in the GPRC library, on the world wide web, through inter-library loans, and elsewhere.*

## **SEMESTER EXAMS AND ASSIGNMENTS**

Exams *may* consist of a combination of multiple choice questions, true/false + justified, glossary terms/concepts to define, short answer questions, or long essay questions -- based on all lecture and text materials. Exams, or parts thereof, may even be take-home!

### **PLEASE NOTE:**

☛ A missed exam unfortunately will not be accommodated - *unless* the situation is an unexpected personal or family emergency. No make-up exams unless it's an emergency, which would have to be documented in any case.

⇒ What the course projects entail (90 points) will be discussed in detail as classes get underway and as the course progresses. *You will be provided with instructions and relevant information with plenty of lead time.*

♥ For the course projects, students will work in teams of 2, and both students will share the mark for their work. *I expect each 'team' to meet with me a few times throughout the process – especially at the beginning!*

The **SEMESTER PROJECT** entails three parts. FIRST (1), the **PROPOSAL** and **ANNOTATED BIBLIOGRAPHY** should be a clear statement (2 pages) of a topic of your own choice [*suggested topics will be discussed in class*] and its related issue(s), drawing from your text. The bibliography will consist of up to 15 [minimum 10, or depending on your topic and type of project] *current* books and/or articles that you intend to use to research your chosen topic. Many references can be obtained by searching the Web (with the usual *caveats*) and/or using full-text library subscription services. You may follow *any* standard style format for your written submission -- in regards to layout, punctuation, referencing and source citations, footnotes.

SECOND (2), the **PROJECT** involves a choice of ONE (or A COMBINATION) of the following (just some ideas; alternatives can be proposed!):

1. a 30-40 minute formal *class presentation* based on your choice of issue or topic; *or*
2. a *traditional research paper* of between 15 and 20 pages on your topic of choice; *or*
3. *criminal court/criminal trial observations*, including youth court; *or*
4. visits to the *regional jail/local remand center*; *or*
5. 'shadow' a *criminal trial lawyer* as he/she prepares for a case; *or*

6. request and participate in a *police car ride-along* over a period of time; *or*
7. research the work of the *Victims Assistance* unit of the RCMP here in GP; *or*
8. do an analysis of the structure and evolution of the *Criminal Code of Canada*.

Please note that students doing any of the projects #3 to #7 will still have to submit an essay (10-15 pages, plus bibliography) describing their observations, findings, and conclusions. These projects should be ‘problem-based’ and not just purely descriptive. YOUR INSTRUCTOR WILL HELP AND/OR FACILITATE YOUR CONTACT WITH ANY OF THE ABOVE ORGANIZATIONS OR OFFICES so that you may conduct your research project. Be aware that your contact and time spent with your selected organizations, offices, or individuals will have to be verified and monitored (e.g. signed papers, and so on).

THIRD (3), regardless of your project, you will also be required to prepare a 1-2 page **CLASS HANDOUT** (for your fellow students) summarizing your project topic, research, observations, etc., to be distributed to your classmates. The sheet should include relevant facts, statistics (if applicable), and several ‘recommended’ readings.

***Please note that plagiarism detection software may be used in this course, and students may be required, individually or collectively, to submit key assignments/components in electronic form.***

It is your responsibility to ensure that all your work is at a level appropriate to your year in college/university studies. Always spell- and grammar-check your work; always keep a hard copy or disk copy of your work as back-up. There is writing help on campus, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor spelling, grammar and organization always interferes with the clear communication of ideas and you *will* lose marks if your over-all communication is ineffective.

Attendance at lectures is strongly encouraged; the same applies to your participation in class discussions. ***Be an active participant in your education!***

**Late assignments (or any applicable assignment/course components) will result in an automatic loss of 5 marks (of the value of the work) PER DAY, up to and including the day of a late submission, unless immediate or prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.**

## WEEKLY TEXT/LECTURE SCHEDULE

***Refer to the table of contents of the books for the chapter title and chapter content.***

Lectures will not always follow the book sequence but you will still be responsible for the contents of the chapters for each particular week. The chapters and weeks will overlap, giving you the chance to get 'caught up' or to read ahead, as the case may be. In addition, material will be presented in class which does not appear in the textbook. Be sure to check BLACKBOARD for frequent updates, instructions, and links.

Week 1 -- Introduction to the course; course requirements, etc.; begin Chapters 1 in Goff and Horner

Week 2 -- Cont'd; Goff and Horner, Chapters 2

Week 3 -- Cont'd; Goff, Chapter 3; and Horner, Chapter 3 and 4

Week 4 -- Cont'd; Goff, Chapter 4; and Horner, Chapter 5 and 6

Week 5 -- Cont'd; Goff, Chapter 5

Week 6 -- Cont'd; Goff, Chapters 6

Week 7 -- Cont'd; Goff and Horner, Chapters 7

Week 8 -- Cont'd; Goff, Chapters 8; and Horner, Chapter 7

Week 9 -- Cont'd; Goff, Chapter 9; and Horner, Chapter 7 and 8

Week 10 -- Cont'd; Goff, Chapter 10

Week 11 -- Cont'd; Goff, Chapter 11

Week 12 -- Cont'd; Goff, Chapter 12

Week 13 -- Cont'd; Goff, Chapter 13

Week 14 -- Cont'd; Goff, Chapter 13 ; Wrap-up and preparations for the final exam (**TBA**)

[classes end December XX, 20XX]

### GRADING SYSTEM

Letter Grade	Grade Point Value	Percentage Range	Description
<b>A+</b>	<b>4.0</b>	<b>95 - 100</b>	<i>Outstanding</i>
<b>A</b>	<b>4.0</b>	<b>85 - 94</b>	<i>Excellent</i>
<b>A-</b>	<b>3.7</b>	<b>80- 84</b>	
<b>B+</b>	<b>3.3</b>	<b>76 - 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 - 75</b>	<i>Good</i>
<b>B-</b>	<b>2.7</b>	<b>70 - 72</b>	
<b>C+</b>	<b>2.3</b>	<b>67 - 69</b>	
<b>C</b>	<b>2.0</b>	<b>64 - 66</b>	<i>Satisfactory</i>
<b>C-</b>	<b>1.7</b>	<b>60 - 63</b>	
<b>D+</b>	<b>1.3</b>	<b>55 - 59</b>	
<b>D</b>	<b>1.0</b>	<b>50 - 54</b>	<i>Minimal Pass</i>
<b>F</b>	<b>0.0</b>	<b>0 - 49</b>	<i>Fail</i>

### ***Six Ways To Make This Course More Valuable:***

- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**