



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – FALL SEMESTER 2011**

**SO 2250 (A2) – Criminology - 3 (3-0-0) UT 45 Hrs.**

**INSTRUCTOR:** René R. Gadacz, Ph.D   **PHONE:** 780.539.2831  
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**OFFICE HOURS:** Daily; by appointment; drop-ins welcome

**PREREQUISITE(S)/COREQUISITE(S):** SO 1000 or equivalent

**REQUIRED TEXT(S)/RESOURCE MATERIALS:** Larry Siegel, Chris McCormick, 2010, Criminology in Canada: Theories, Patterns, and Typologies. Nelson Education: Toronto.

Elliott Leyton, 2005 (2<sup>nd</sup> ed.), Hunting Humans: The Rise of the Modern Multiple Murderer. McClelland and Stuart: Toronto.

**CALENDAR DESCRIPTION:** This is an introduction to the study and analysis of crime from a sociological perspective. The course attempts to answer a number of questions. How much crime is there in Canada? Who are the criminals and what are they like? Why do people engage in criminal behavior? What are we doing to stop or at least reduce crime in our society?

**CREDIT/CONTACT HOURS:** (3-0-0) UT 45 hours

**DELIVERY MODE(S):** lectures, class discussion, group work, class presentations, written tests, written projects

**OBJECTIVES:** To understand the framework for studying criminology (e.g. history of criminology, research methods, nature and patterns of crime), to learn theories of causation (e.g. biological, psychological, social processes), and to learn about the major forms/typologies of criminal behavior (e.g. violent crimes, property crimes, organized crime, public order crimes).

**TRANSFERABILITY:** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Transfers to: U of A, UC, AU, UL, AF, CU, CUC, KUC.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Please refer to the College Policy on Student Misconduct: Plagiarism and Cheating at – [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)

**GRADING CRITERIA:**

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>95 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 94</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>76 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 75</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

## EVALUATIONS:

Mid-Point Exam (30 points).....	October 20
Exit Exam (30 points).....	December 8
<b>Semester Work</b> [total 100 points] --	
Daily Critical Thinking Questions (20 points).....	<b>begins</b> September 15
Proposal & Annotated Bibliography (30 points).....	<b>due</b> October 4
Project* & Class Handout (30 points).....	<b>due</b> November 22*
Guest Speaker summary & feedback (10 points each x 2).....	TBA

**\*Note:** those opting for a class presentation (see below, on ‘format’) may be scheduled earlier than these days, depending on how many are presenting.

**Total points are 160;** your total points will be converted to a percent (%) grade to determine your letter grade, for example,  $120/160 = 75\% = B$

## STUDENT RESPONSIBILITIES:

**Tests (60 points)** consist of multiple choice questions, true-and-false, and/or glossary terms/concepts to define -- based on all lecture and text materials. **Note that there is no final exam as such.** Additional details on the **semester work (100 points)** will be discussed in the first week of classes, but here’s the breakdown:

**SEMESTER WORK** comes in several parts. **(1)** In terms of the daily Critical Thinking presentations, each group of 2 students will select one of the several ‘critical thinking questions’ that are found at the end of each chapter of our text (Siegel and McCormick, 4<sup>th</sup> ed., 2010), and present their responses at the beginning of each class (5-10 minutes, including general class questions and discussion). Please work cooperatively with your presentation partner, as you will be sharing the mark.

**(2)** The **PROPOSAL** and **ANNOTATED BIBLIOGRAPHY** should be a clear statement (2-4 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. **You may work individually or with a partner (and will share the mark).**

The **PROJECT** itself involves a choice of one (or a combination) of the following (these are just some ideas; alternatives can be proposed – see, for example, Chapters 11-14 in the textbook on crime typologies that you could do research on). **In terms of format, however, choose #1 or #2:**

- 1.** a 60-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. visit the *regional jail*; *or*
5. ‘*shadow*’ a *criminal trial lawyer* as he/she prepares for a case; *or*
6. work with PACE, etc., on the criminal dimensions of social work; *or*
7. evaluate the work of the *Crime Prevention Office of the City of GP*; *or*
8. evaluate the activities of the *John Howard Society* here in GP; *or*
9. research the work of the *Victims Assistance* unit of the RCMP here in GP; *or*
10. do an analysis of the structure and evolution of the *Criminal Code of Canada*

These projects should be as ‘problem-based’ as possible, 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). **You may work individually or with a partner (and will share the mark).**

Lastly, regardless of your project or your project format, you will also be required to prepare a 1-2 page **CLASS HANDOUT** (for your fellow students, and your instructor) 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:**

☛ A missed exam unfortunately cannot be accommodated - *unless* the situation is an unexpected personal or family emergency. **No make-up exams unless it's an emergency.**

What the course assignments (Proposal and Project) and Critical Thinking presentations entails (80 points of your course grade) will be discussed in detail as classes get underway and as the course progresses. **Students will work in groups of 2 for the daily Critical Thinking presentations;** however, for the Proposal and Project students may work in groups of 2 or individually – your choice!

***You will be provided with instructions, details, and relevant information with plenty of lead time. These will also be posted on Moodle.***

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 HD copy of your work as back-up. There is writing help in the library, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor spelling, grammar and organization always interfere with the clear

communication of ideas and you could 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 points (of the value of the work) PER DAY, up to and including the day of a late submission, unless prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.**

#### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

**Please Note:** Refer to the table of contents of the textbook for the chapter title and chapter content. Lectures will not always follow the book sequence – the sequence below is approximate. 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. ***\*\*When, and what, to read in “Hunting Humans” will be assigned as the course progresses\*\****

#### **Week of (Fall 2011):**

September 8 -- Brief meeting; course requirements, etc.; begin Chapter 1 in Siegel and McCormick (abbreviated as S & M)

September 13, **15** -- S & M, Chapter 1 and 2 **daily Critical Thinking question presentations begin on September 15th**

September 20, 22 -- S & M, Chapter 2 and 3

September 27, 29 -- S & M, Chapter 3 and 4

October 4, 6 -- S & M, Chapter 4 and 5 **Proposals & Biblios are due October 4th**

October 11, 13 -- S & M, Chapter 5 and 6

October 18, 20 -- S & M, Chapter 6 and 7 **Mid-Point Exam in October 20th**

October 25, 27 -- S & M, Chapter 7 and 8

November 1, 3 -- S & M, Chapter 8 and 9

November 8, 10 -- S & M, Chapter 9 and 10

November 15, 17 -- S & M, Chapter 10

November 22, 24 -- S & M, Chapter 11 to 14 **Non-presentation projects due on  
November 22nd**

November 29, December 1 -- S & M, Chapters 11 to 14

December 6, 8 -- S & M, Chapters 11 to 14 **Exit Exam on December 8th**

[Classes end Friday, December 9, 2011]

***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**